December 3, 2019

To the Graduate Program:

     This project, entitled "Implementing Ludo-pedagogy and PBL Approach to Enhance English Oral Proficiency in Chinese Students" and written by Noel E. Diaz Castillo is presented to the Graduate Program of Greensboro College. I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts with a Major in Teaching English to Speakers of Other Languages.

_____

Michelle Plaisance, Advisor

We have reviewed this
Project and recommend its
acceptance

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Michelle Plaisance,
Director, Graduate Program in TESOL

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Kathleen Keating
Chair, Department of English

Accepted for the Graduate Program

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Jane C. Girardi

IMPLEMENTING LUDO-PEDAGOGY AND PBL APPROACH TO ENHANCE

ENGLISH ORAL PROFICIENCY IN CHINESE STUDENTS

Presented to
The Graduate Program
of
Greensboro College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in
Teaching English to Speakers of Other Languages

by
Noel E. Diaz Castillo

December 2019

Advisor: Dr. Michelle Plaisance

Abstract

This project aims to suggest the implementation of the Ludo-pedagogy method and Project-based learning approach to enhance oral proficiency in Chinese students. Chinese culture and the Chinese education system excerpt a significant influence in behavior and the way Chinese students approach the language learning process. Hence, teaching in Chinese culture poses new challenges for professionals in the language teaching field. However, language facilitators can be trained to cope with these challenges through a series of workshops. The project is composed of three different sessions with a 60 minutes length each of them. The first session is built to raise cultural awareness and exposed participants to common traits of Chinese students in the language classroom, as well as providing tips to work with this population. The second session provides a brief description of the Ludo-pedagogy method, how to implement it in the language classroom, and what are its benefits. The third and last workshop session is created to expose participants to what it feels like to implement a Project-based learning approach, what are its benefits, and steps to implement it in the language classroom. The three sessions altogether are meant to help the teacher to promote oral proficiency in Chinese students.

Acknowledgments

I would like to express my gratitude to Dr. Michelle Plaisance for all the support

provided not only during the development of this project, but also throughout the whole

program. Dr. Plaisance always showed herself available to help and encouraging me to

continue growing through her guidance and positive feedback.

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Chapter I: Introduction

The China TEFL market has easily seen the most significant degree of change in the last decade among all its neighbors. Barely ten years ago, the Chinese TEFL market was practically restricted to universities. Now, there are opportunities to teach English everywhere in China. This change happened because there were a wide variety of curricular reforms after the establishment of China as a republic, eventually resulting in English being included among the core subjects taught in secondary schools across the nation. (Williams, 2017). The SGO report of 2006 states that "English had been studied by an overwhelming majority of foreign-language learners in different regions of China, with the proportion ranging from a low of 82.7% in Heilongjiang Province to a high of 98.7% in Hainan Province" (p. 119). According to the statistics and based on the number of learners of foreign language learners, English has come to be the most popular foreign language in the mainland in China.

The increasing demand for EFL teachers in China poses new challenges for the professionals in this field who may be interested in going abroad. Working with Chinese students requires specific knowledge and training to provide them with effective and accurate teaching practices. There is a need to know about the Chinese culture to understand the reason for students' behavior, tendencies, conceptions of the world, perspectives, experiences, expectations, values, and beliefs. Providing prospective teachers with a better understanding of such a population. Moreover, enhancing confidence, achieving language goals, and promoting oral proficiency becomes a lot easier if teachers are prepared to face and overcome these challenges.

The primary purpose of learning a new language is to be able to communicate with fluency and especially in spoken language. During my teaching experience at Xi'an Jiaotong University, I noticed that the Chinese students struggled to communicate in spoken language. I discovered that the students knew a lot of vocabulary, grammar rules, and possessed excellent writing skills. Nevertheless, when it came to speaking, these students struggled to put words together and felt pressure when expressing their ideas orally. Even worse, the students were mostly shy and quiet, and participation was scarce. As Williams (2017) stated the following regarding his students: "The students are so quiet! They never want to speak during class. How can I get them to participate more in class activities?" (p. 47). Through these observations, I saw the need to prepare teachers to better address these challenges when teaching Chinese students. That is why I decided to develop this project.

The objective of this project is to create a series of workshops where teachers can get acquainted with the benefits of implementing Ludo-Pedagogy and the Project-based Learning Approach to boost oral proficiency when working with Chinese students. During my nine years of teaching experience, I have noticed that one of the most challenging skills for some students to develop is oral proficiency. Such skill is measured according to the 'ACTFL Proficiency Guidelines 2012' for speaking, which establishes five major levels of proficiency: distinguished, superior, advanced, intermediate, and novice. The description of each major level is representative of a specific range of abilities ("Speaking | ACTFL", 2019). Such abilities include but are not limited to pronunciation, accuracy, efficiency, effectiveness, mastery of complex topics, and abstract concepts.

Many factors interfere in the development of oral proficiency. However, one of the most important is the lack of dynamism in the classroom and limited conditions for students to participate. By implementing Ludo-Pedagogy, teachers facilitate learning outcomes through engaging students in cooperation among themselves. Activities conducted in this method also foster awareness of rules and goals, create a student-centered environment, boost safe competition, and increase the achievement of higher-order learning outcomes (Wareham & McGowan, 2016). In regards to Project-based learning approach, Marwan (2015) reported that students could experience more exciting and meaningful learning process in a Project-based Learning English class. They also become highly motivated to use English more intensively while exposed to this teaching approach.

The project consists of three workshops of 60 minutes each. In the first workshop, teachers are introduced to Chinese culture, their characteristics, and how culture impacts the language classroom. In the second workshop, they learn about the and to Ludo-pedagogy method, it's key features, and the process for gamifying the classroom. Finally, in the third workshop, teachers are presented to Project-based learning approach and how students experience much more meaningful and interesting learning when they are tasked with accomplishing an assigned project. Here they are given freedom to plan and manage their project and the end product including the process involved, and the results should be presented in the class (Kloppenborg & Baucus, 2004). I predict that teachers planning to teach English abroad and even teachers that currently have Chinese students in their classroom will highly benefit from this project.

Chapter II: Literature Review

In this chapter, I provide a review of scholarship related to the implications of teaching English to Chinese students. I begin with an overview of their English education background and cultural aspects that influence their behavior in the classroom. Subsequently, I describe the scholarship related to the elements of language oral proficiency and how to measure it. Finally, I point out the characteristics of Ludo-pedagogy and Project-based learning (PBL) methodology and the benefits they bring to the language classroom.

Chinese English Educational and Cultural Background

It is essential to examine the impact of Confucian principles, traditional school methodology, students' learning approaches, and to go deeper in the analysis of Chinese culture. This knowledge is necessary to understand the influence of the educational and cultural background of Chinese students in the English language acquisition process. Dash (2003) remarked that culture is not given priority in the language classroom despite its effect on individuals. Hence, is advisable to consider the role of these factors to more effectively address Chinese students' needs.

Confucian Principles

Confucian principles still greatly guide East Asian educational establishments, and it would be difficult to understand many educational assumptions and practices in the region without acknowledging the role of Confucianism (Scovel, 1993). These ancient ethical values have served as inspiration for individual behavior and

patterns that shape society, governments, family, and of course, education in East Asia. Huang (2012) noted that Confucian thought places heavy emphasis on morality, context, and the nature of interpersonal relations.

Education is, to a great extent, valued in Confucian society, and studying is viewed as the noblest of human goals (Chen, 1997). Pursuing scholarly honor by studying is the aspiration shared by most people in the Chinese society. During the process of education, parents play a significant role by encouraging their children to study hard for their bright future, and parents tell their children that prominent academic performance may allow them to have greater success in their work situations. This explains their sense of competition and all the effort put on their studies (Williams, 2017).

Traditional teaching methodology.

In the Confucian educational model, teachers possess a position of deep respect, considered by learners (and the rest of society, for that manner) as the undisputed, natural center of authority in the classroom, as well as the source of all wisdom and knowledge transmitted through classroom activities (Carless, 1999). This authority is a natural effect of the Confucian value placed upon filial piety, and thus, teachers are seen as naturally deserving of deference and respect, just as one would afford this respect to elders (Sung, 2000).

Cambell and Zhao's (1993) survey of Chinese students in the early 1990s showed the following:

> The majorities of both students and teachers in China agreed that "the teacher
>
> should dominate the classroom while students listen passively and engage in

exercises on command. The traditional perspective of education dictates both teacher behavior and student response as teachers will naturally incline towards a dominant approach to classroom management while students prefer to take on a role of passive recipients of the knowledge with no interaction with the teacher and just taking notes as the lecture is given. (p. 5)

Also, a study (Harshbarger et al.,1986) found that East Asian students often tend to be quiet, shy, and reticent to speak up in foreign language classrooms. Among Chinese high school students, in particular, a survey by Liu and Littlewood (1997) found "listening to the teacher" was listed as the most common activity in foreign language courses. The notable teacher-centered nature of classroom activity throughout China mainland has produced a broad tendency for students to exhibit a closure-oriented learning style (Cohen, 2003).

Approach to learning.

In addition, the traditional teaching methodology and the influence of Confucian heritage culture function as the antecessors for the way students approach learning (Carless, 2011). The author stated that throughout the East Asian region, learning is typically viewed as something that must be transmitted rather than the more typical view in Western countries of knowledge as something to be discovered.

Hence, the tendency toward knowledge being transmitted versus discovered promotes passivity in students. This "passivity" by East Asian students goes beyond the fact that knowledge is transmitted, as such fact is also useful for describing what they do with the information once it is received (Williams, 2017). In the East Asian classroom, it is observable that there is little or no emphasis on interpretation of

information (Rao, 2001). There is a tendency that information is provided in prepared and settled conclusions. The students are not expected to come up with an interpretation, theories, or analysis. The emphasis, instead, is given to memorization and to recite information verbatim (in the same format, with the same opinions and takeaways) in an examination (Williams, 2019).

Another key distinction of East Asian learners is that there is a disproportionately high tendency towards visual learning behaviors among them (Reid 1987). The origin of this tendency can be found in the emphasis of written material and visual display in Asian classrooms. Chikamatsu (1996) found that native Chinese speakers tend to rely more heavily upon visual information as a strategy for word decoding in reading tasks than speakers of languages which employ alphabetic or syllabic scripts.

Chinese culture

In 2014, Meyer's study of different cultures provided great insight into Chinese culture and the way they approach relationships and social interaction. Her study is divided into eight categories and indicated that Chinese culture is characterized by a high-content environment, which means that such culture communicates indirectly, appreciates the beauty of language, and provides as much detail as possible when expressing ideas (citation). Meyer (2014), added that people in the high-content environment can read 'the air' as they can infer many ideas without being directly stated.

Additionally, Meyer (2014) indicated that Chinese people avoid direct negative feedback and confrontation when it comes to solving problems, for they are too shy, and put all their effort to conserve their face. Meyer emphasized that a hierarchical pattern in

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social organization drives Chinese culture. Therefore, the decision must be made in a top-down model versus consensual. Finally, Meyer (2014) remarked that Chinese people show a flexible approach when it comes to timing and scheduling compared to other cultures like German and Japanese, for instance.

Oral Proficiency

The world is much smaller than it was twenty years ago due to increased jet travel and the wide variety of telecommunications available. The need to communicate orally, whether in business, foreign diplomacy, or for tourist pleasure with speakers of foreign languages in foreign cultures is now at its highest demand (Arena, 1990). Hence, with a good reason, language learning goals have swung increasingly toward the effective teaching of oral communication skills in the ESL and foreign language classroom (p. 129).

Despite the importance of oral proficiency in L2, Verhoeven and Jong (1992) indicated that concerning the nature of language proficiency, there is little consensus among researchers:

> According to early views of Oiler (1978; 1981) and many others, there is only one global language proficiency factor that accounts for the variance in a wide range of language measures. Factor analytic studies demonstrating that scores on a broad range of tests loaded most heavily on a single factor provided empirical evidence in support of the hypothesis of general language proficiency. However, there are both theoretical and empirical arguments indicating that a monolithic conception of language proficiency is inadequate. (p. 60)

The conception of language proficiency was not determined in a clear way. The idea of being proficient in a language was uncertain. Additionally, the early perception of this linguistic aspect was focused on a single element of language (Grammar) and the different perspective were in conflict of what to consider for the language proficiency assessment (Oiler, 1978).

Nevertheless, language proficiency has seen paradigmatic changes over the past twenty years. Beginning in the 1990s, linguistic content knowledge for all learners, from novice to superior levels, has come to be defined as what the learner can do in the language, not merely as what knowledge she/he can display or tell about the language (Schrum & Glisan, 2010). ACTFL (American Council on the Teaching of Foreign Languages) designed its guidelines for speaking as tools for assessing learner proficiencies for second language learners at all levels (LiskinGasparro, 2003; Omaggio-Hadley, 2000). This guideline makes the assessment and setting of oral language goals easier and unambiguous for teachers and even for students.

The following table provides a summary of the expectations and skills for each level of speaking proficiency in L2. It is essential to keep in mind that levels are cumulative with each level encompassing the skills of the previous level(s):

ACTFL Level	Features of Speaker Performance
Novice Low/Mid	- Produce words and phrases - Communicate by repeating conversation partner's words and with learned utterances
Novice High	- Sometimes but not consistently maintain simple conversation - Communicate via a combination of learned utterances and spontaneous language in the present

Intermediate Low/Mid	• Maintain simple conversation • Express own meaning • Produce complete sentences or strings of sentences in present tense • Control basic vocabulary related to familiar topics (e.g., home, family, school) • Comprehensible to people who have experience with language learners
Intermediate High	• Tell stories about past events; keep discourse in past tense most of the time • Explain and describe in detail sometimes but not consistently • Produce coherent discourse across groups of sentences most of the time • Comprehensible to people who may not have experience with language learners
Advanced Low/Mid	• Tell stories about past events; keep discourse in past tense • Express (and sometimes support) opinions on abstract issues • Explain and describe in detail • Produce coherent discourse across groups of sentences • Control distinction between preterit and imperfect in context of storytelling • Comprehensible to people who may not have experience with language learners

Advanced High/Superior	• Express opinions about abstract/controversial issues
	• Support opinions about abstract/controversial issues in response to objections/arguments
	• Produce coherent argumentation in extended discourse
	• Use anecdotes only to support arguments, not in place of them
	• Control use of subjunctive and other low-frequency or complex structures
	• Easily use paraphrasing and other strategies to compensate for gaps in lexical knowledge
	• Errors still present, but do not distract from the content of the discourse

Note: reprinted from ACTFL proficiency levels by University of Texas. Retrieved from
http://oralproficiency.coerll.utexas.edu/oral-proficiency-levels/

The table of ACTFL (2019) to measure language proficiency shows how the linguistic demands increase in complexity as it goes from novice to superior levels. The expectations are clearly stated and sorted according to the feature the speaker has to provide for each level. Also, the notion of what it means to be proficient in a language has become more precise and straightforward in recent years (Flint, 2012). Many L2 practitioners and SLA researchers (Bachman 1990; Bialystok 1994; Canale & Swain 1980) now hold that L2 proficiency is not constructed in a single element, instead, that it is multi-component, and that its principal components can be captured by the notions of complexity, fluency, and accuracy.

Ludo-pedagogy Method

The term ludic has been applied to playful behavior and playfulness and is often used within the context of gaming (Raessens, 2010). Gaming is considered a cultural phenomenon, which moves beyond the stereotyped notion of hardcore gamers, recognizing that technological advancement, smart devices, and the internet have helped to construct a ludic age (Zimmerman, 2015) and have generated playful identities (Raessens, 2006). Gamification is relatively new to pedagogy although the use of game design elements in non-game contexts (Deterding et al., 2011) to improve processes is not a new idea.

Furthermore, Landers (2015) argued that gamification involves augmenting a pre-existing system and that the gamification of learning specifically includes game elements, such as but not limited to challenge, environment, game fiction, human interaction, immersion, and rules or goals, which facilitate learning outcomes. This approach moves beyond the accrediting of badge rewards, levels, or competitive components, as discussed by Denny (2013). The specific use of serious games, which are defined by Michael and Chen (2005\) as "a game in which education, in its various forms, is the primary goal, rather than entertainment" (p. 17).

There are various perspectives on game types. Some of the perspectives (Eilon, 1963; Juul, 2005; Murray, 1952) are focused on a specific game type while others focus on all games in general. For example, focusing on specific game types, Murray (1952) classified board games into alignment or configuration games, hunt games, mancala games, race games, and war games. Juul (2005) suggested a typology for classifying video games. Juul (2005) also argued that there are just five video game types:

abstract, iconic, incoherent world, coherent world, and staged games. Eilon (1963) classified business games based on two criteria: design characteristics and purpose. Apperley (2006) included action, adventure, simulation, role-playing, and strategy in video game types.

Moreover, gamifying the classroom brings multiple advantages. Kim et al. (2018) remarked that gamification is not just designed for learner fun and enjoyment. Gamification is, as well, an instructional approach that can be used to enhance the effectiveness of instruction on student learning. The expectation with gamification is that teachers will be able to:

• Increase student engagement and motivation.

• Enhance learning performance and academic achievement.

• Improve recall and retention.

• Provide instant feedback on students' progress and activity.

• Catalyze behavioral changes.

• Allow students to check their progress.

• Promote collaboration skills. (Kim et al., 2018)

The list shows the multiple opportunities that students are provided when implementing gamification in the classroom. Also, students can ultimately achieve their learning goals as a result of gamifying the instruction in addition to making their learning more fun (Kim et al., 2018, p. 5). Adopting the Ludo-pedagogy approach in the classroom, it is indeed, a strategic way to make the learning process more comfortable and more enjoyable to students and even to teachers (Kim et al., 2018).

Project-based Learning Approach

Review of literature suggests that there is no consensus as to the definition of PBL. Despite the fact, researchers agree that "Project-based is an instructional approach centered on the learner" (Bas, 2011, p. 2). Ngeow and Kong (2001) explained that Project-based learning could be considered as a productive problem-based learning activity in which students are to find ways to verify a phenomenon or solve a problem. As such, the skills set as well as the appropriate attitudes and abilities required of students, include abilities like problem-solving strategies, critical thinking, decision making, creative thinking, the ability to manage time, and to work as a team with others. Students, in this learning framework, are trained to be critical and responsible for their learning (Bell, 2010; Postholm, 2005, 2006).

Furthermore, the Project-based learning method is based on doing projects to achieve learning goals and encourage both student and teacher to go beyond the traditional education system and rote learning. Wolpert-Gawron's (2016) conceptualization of project-based learning is as follow:

Project-based Learning is the ongoing act of learning about different matters simultaneously. This can be done by guiding students to identify, through research, a real-world problem, creating a solution considering evidence to support the claim, and offering the solution using the multimedia approach to the presentation using skills based on a 21st century set of tools. Students show what they learn as they advance through the unit, interact with its lessons, collaborate with each other, and implementing self and team assessment. They

do not just take a test or produce a product at the end to show their learning. (p. 2)

There are three critical elements in PBL which act like a triangle influencing the learning process: projects, teachers, and learners. Each angle has unique functions in promoting learning (Larmer et al.,2015)

As far as teachers are concerned, teachers in PBL are facilitators and not dispensers of knowledge (Larmer et al.,2015), and the challenge for teachers is to coach and direct rather than act as a sage. Teachers should monitor, advise, and make sure that all students take responsibility in doing the projects, keep learners motivated and interactive and make classroom active and collaborative (Larmer & Mergendoller, 2010). Teachers should provide feedback and be aware of how, when, and how much support and scaffolding be given to students and provide in-class activities to prepare students to focus on the project (Bell, 2010), make everything clear to the students (Donnelly & Fitzmaurice, 2005).

Learners also have active roles in performing, presenting, and assessing their projects. As they become more autonomous, students are the protagonist of their own learning. They must be able to plan, apply, edit, and develop the project as they progress (Bell, 2010). Also, students must have a clear sense of mission and share the vision with team members. They should work together collaboratively to determine the best practice to achieve the mission, hold shared values and beliefs, commit themselves to continuous improvement, and see themselves as life-long learners (DuFour, DuFour, & Eaker,2002).

Finally, the implementation of Project-based learning method has shown to be an advantageous way to achieve language goals. Larmer and Mergendoller (2010) remarked that doing projects has a significant impact in vocabulary learning, boosting higher-cognitive skills, and enhancing communication skills. Moreover, the effect of project-based learning on motivation and more interaction between teacher and student is worth to mention.

Chapter 3: Project Design

In this chapter, I provide the rationale for developing my project as a set of workshops. First, the origin of the idea for this project is stated. Second, there is a brief discussion on how Chinese culture affects the language classroom. Finally, I support the idea that training teachers through a series of workshops will benefit both teachers and students to overcome language challenges.

The rationale for developing this project comes from a personal experience while teaching in China. During the staff meetings over there, most of the teachers expressed their concern regarding the lack of participation in the class and the little interaction coming from students. I observed that teachers were not prepared for how to provide meaningful support and engaging instruction to Chinese students. There are many factors to consider when teaching in a new culture, such as differences, similarities, values, social interaction, and above all, the most appropriate methodology and strategies that create favorable conditions to enhance English oral proficiency in Chinese students.

The aim of this project is that by implementing the Ludo-pedagogy approach and Project-based learning method, Chinese students can develop confidence and boost English oral proficiency. For the achievement of this goal, it is indispensable to deliver professional development sessions to teachers in order to raise awareness of cultural differences and effective methodology. In this case, the way to raise cultural awareness is through a series of workshops that will furnish the instructors with valuable knowledge that will positively impact students' learning processes directly. The set of workshops is planned strategically since the purpose of the first workshop is to raise awareness of

cultural aspects in the classroom, the second workshop exposes teachers to the Ludo-pedagogy approach, and the third workshop is meant to show teachers how to implement Project-based learning method to enhance oral proficiency in Chinese students. What is more, by implementing this knowledge, teachers will be able to provide a challenging and competitive environment while expanding their language skills.

Chinese students are characterized by different features that directly impact their linguistic performance in the classroom. Their culture and ways of approaching learning pose a challenge for English teachers (Williams, 2017). Nevertheless, there are strategic ways to help Chinese students developing their language skills and make them feel comfortable while communicating in the target language. A significant number of educators have the misconception that Chinese students are not English proficient, when the reality is that they are shy and struggle to share their opinion in public (Cohen, 2003). This misconception needs to be addressed in order to allow students to show their real potential and language skills. Also, it is essential to consider students' cultures in the classroom. This will make students feel integrated, important, and more willing to talk about things that are related to them on a daily basis.

One of the best ways to impact students' learning processes is by training teachers to cope with cultural differences and by making them aware of cultural influences in the language classroom. When trained, teachers will consider culture as an asset to enrich language classes instead of an obstacle. Furthermore, teachers expand their horizons by considering students' cultural and linguistic backgrounds, experiences, and in some cases, knowledge of multiple cultures (Herrera & Murry,

2016). Once teachers are ready to use the culture towards the enrichment of the classroom, teachers will learn how to enhance oral proficiency through the implementation of the Ludo-pedagogy approach and project-based learning method.

Finally, workshops are considered one of the most effective ways to empower teachers to improve and innovate their teaching practices (Rust, 1998). Workshops open the door to expand knowledge, expose teachers to a diversity of strategies and new tools that can be used by new and experienced teachers based on the needs and settings. Moreover, workshops can be planned in a flexible schedule. They can be held before, during, or after school time or over the weekends. Workshops are a great mechanism to impact teachers' motivation, confidence, and expand their scope of support for students (Guskey, 1985). Through workshops, teachers gain new knowledge, update, and prepare themselves to deal with classroom challenges more successfully.

Chapter 4: Project

In this chapter, I provided the outline for three different workshops that aim to help teachers interested in teaching to Chinese students. The goals of the workshops are to raise cultural awareness and to enhance oral proficiency. The outlines are composed of three main parts. The first part provides a general description of the workshop, its name, the suggested number of participants, the goals for the session, and the category of each block. The second part has specific information of each block in the timeline, length in minutes for each block, the category (icebreaker, theory, group work, etc.), title, description, additional information for the facilitator, the goals for each activity, and the summary of material needed for the whole session.

The third part is called 'block details' where even more specific information is given. The facilitator can see all the elements for each block, including the list of material needed. This part also includes instructions for the facilitator to consider when leading the different workshops. Also, in the introduction section of each block, the link to the PPT is provided. All of the PPT are available digitally. It is recommended that the facilitator download it and revise it prior to the session development.

Finally, the workshops are organized in a way that anyone will be able to deliver them with a little study and preparation. Also, all the templates, Padlet's link, video's link, PPT's links for different activities are provided in the corresponded section.

Workshop 1- Chinese Culture Impact in Language Classroom

Number of participants: 20-25
Goals:
*Provide tips to work with Chinese students
* Define Chinese cultural features and characteristics
* Analyze the impact of Chinese culture and teaching methodology in the language classroom.
*Promote cultural awareness

■ theory ■ energizer/icebreaker ■ discussion/debriefing ■ Group work

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS
00:00	5'	Introduction	Welcome from the workshop facilitator.	The facilitator introduces the goals of the training, ground rules, and provides a brief outline. PPT for this session at: shorturl.at/sBIK2	Prepare the ambient for the session and let participants know the expectations for the session development.
00:05	10'	Jump in, Jump out - Icebreaker	Ask participants to take their hands and make a circle. The facilitator will lead the actions of the group. The facilitator says jump in and participants follow, jump out and participants follow. Then, jump to the left or to the right. The tricky part comes when the facilitator says "say what I say but do the opposite" or "say the opposite I say but do what I say".	Take a look at this video for a better idea on the icebreaker: shorturl.at/jmY25	
00:15	5'	Expectations	Collect and clarify expectations of participants	Prepare post-it notes and markers for everyone.	
Chinese Culture					
00:20	10'	Describing Chinese Culture	The facilitator gathers prior knowledge of Chinese culture by asking questions (see instruction session for this activity). Then, the facilitator will describe the most common characteristics of Chinese Culture: -Hard-workers -Responsible -Enjoy working collaboratively -Passive learners -Mostly visual -Shy -Mostly conservative	Facilitator must point out that this is a general consideration of Chinese culture and that might not be considered absolute or true for every single region or individual.	
Chinese Education System					

00:30	10'	Traditional Methodology	The facilitator provides a brief description of the Chinese education system: -Based on Confucian Principles -Teacher-centered -No interaction -Focus on theory	Facilitator must point out that this is a general consideration of Chinese education system and that might not be considered absolute or true for every single region.	
00:40	5'	Tips to Work with Chinese Students	The Facilitator will provide tips to work with Chinese students. Participants are welcome to take notes.	Information provided on the PPT	
00:45	10'	Group Discussion	Provide poster paper and markers for participants to write their answers. Divide the participants in groups, give 5 minutes for group discussion, then each team presents the outcomes to the whole group.	Leading questions: * How culture affects students' performance in the language classroom? * How the traditional methodology impacts the way students behave in the language classroom?	Enhance collaboration among participants and have them thinking about the impact that Chinese culture except in the language classroom.
00:55	5'	Exit Ticket	Receive feedback. Asks participants to write their takeaways from the session on the Padlet link.	shorturl.at/kvQYZ	Receive feedback and consider the most important pieces of the session from the participants.

TOTAL LENGTH: 01:00

MATERIALS

- Computer in Introduction
- Markers x 2 in Group Discussion | Expectations
- PPT in Introduction
- Padlet link in Exit Ticket
- Post-it notes in Expectations
- Poster papers in Group Discussion
- Projector in Introduction

Chinese Culture Impact in Language Classroom- block details

Introduction

00:00 | 5'

Welcome from the workshop facilitator.

ADDITIONAL INFORMATION

The facilitator introduces the goals of the training, ground rules, and provides a brief outline.

PPT for this session at:

shorturl.at/aBK38

- PPT
- Computer
- Projector

GOALS

Prepare the ambient for the session and let participants know the expectations for the session development.

INSTRUCTIONS

Goals for the session:

* Define Chinese cultural features and characteristics

* Analyze the impact of Chinese culture and teaching methodology in the language classroom.

*Promote cultural awareness

Jump in, Jump out - Icebreaker

00:05 | 10'

Ask participants to take their hands and make a circle. The facilitator will lead the actions of the group. The facilitator says jump in and participants follow, jump out and participants follow. Then, jump to the left or to the right. The tricky part comes when the facilitator says "say what I say but do the opposite" or "say the opposite I say but do what I say".

ADDITIONAL INFORMATION

Take a look at this video for a better idea on the icebreaker:

shorturl.at/jmY25

Expectations

00:15 | 5'

Collect and clarify expectations of participants

ADDITIONAL INFORMATION

Prepare post-it notes and markers for everyone.

MATERIALS

- Post-it notes
- Markers

INSTRUCTIONS

The facilitator set a poster paper where participants paste their expectations. The facilitator reads then and provides feedback on the ones that are aligned with the session's goals.

Chinese Culture

Describing Chinese Culture

00:20 | 10'

The facilitator gathers prior knowledge of Chinese culture by asking questions (see instruction session for this activity).

Then, the facilitator will describe the most common characteristics of Chinese Culture:

-Hard-workers

-Responsible

-Enjoy working collaboratively

-Passive learners

-Mostly visual

-Shy

-Mostly conservative

Facilitator must point out that this is a general consideration of Chinese culture and that might not be considered absolute or true for every single region or individual.

INSTRUCTIONS

The facilitator can ask the following question to lead the activity:

* Have you worked with a Chinese student of a colleague before?

*What have you seen in the movies?

*What have you heard about Chinese people?

Chinese Education System

Traditional Methodology

00:30 | 10'

The facilitator provides a brief description of the Chinese education system:

-Based on Confucian Principles

-Teacher-centered

-No interaction

-Focus on theory

ADDITIONAL INFORMATION

Facilitator must point out that this is a general consideration of Chinese education system and that might not be considered absolute or true for every single region.

Tips to Work with Chinese Students

00:40 | 5'

The Facilitator will provide tips to work with Chinese students. Participants are welcome to take notes.

ADDITIONAL INFORMATION

Information provided on the PPT

Group Discussion

00:45 | 10'

Provide poster paper and markers for participants to write their answers.

Divide the participants in groups, give 5 minutes for group discussion, then each team presents the outcomes to the whole group.

Leading questions:
* How culture affects students' performance in the language classroom?

* How the traditional methodology impacts the way students behave in the language classroom?

MATERIALS

- Poster papers
- Markers

GOALS

Enhance collaboration among participants and have them thinking about the impact that Chinese culture except in the language classroom.

INSTRUCTIONS

The instructor leads the participation from group to group and highlights the most important pieces of their work.

Exit Ticket

00:55 | 5'

Receive feedback. Asks participants to write their takeaways from the session on the Padlet link.

ADDITIONAL INFORMATION

shorturl.at/kvQYZ

Materials

- Padlet link

GOALS

Receive feedback and consider the most important pieces of the session from the participants.

INSTRUCTIONS

The facilitator can read two or three takeaways.

Workshop 2- Implementing Ludo-pedagogy to Enhance Oral Proficiency

Number of participants: 20-25
Goals:
* Define what is Ludo-pedagogy method
*Identify ways to implement games in the classroom
*Plan to integrate games in participant's classrooms

█ hands-on █ theory █ energizer/icebreaker █ Exercise

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS
00:00	5'	Introduction	Welcome from the workshop facilitator.	The facilitator introduces the goals of the training, ground rules, and provides a brief outline. Find session's PPT here: shorturl.at/ilpI9	Prepare the ambient for the session and let participants know the expectations for the session development.
00:05	10'	What is the best way to? - Icebreaker	Ask participants to make two lines facing each other. The facilitator will indicate which line will interview and the other is the interviewee. The facilitator will display the questions on the computer. When the participants turn quiet, then the facilitator ask one of the interviewers to share with the whole group what the other participant shared. In each question, the first participant in one line go last to rotate so everyone shares with a different person.	Access to the PPT for the icebreaker here: shorturl.at/kwE46	
What is Ludo-pedagogy?					
00:15	10'	Describing the Process to Gamifying the Classroom	Facilitator provides a brief definition of Ludo-pedagogy method. Then, the facilitator discusses the benefits for implementing games in the classroom. Finally, ideas and suggestions to use the games as a warm up, wrap up, review, etc. are provided.	Information provided on the PPT Focus questions: *What is the Ludo-pedagogy method? *What are the advantages of implementing this method? *How games can be used in the language classroom?	

Play time!						
00:25	20'		Three Main Categories	The facilitator leads the different games planned and some of them will just be explained. Category #1: Technology Games -Play the game on Quizizz called Ludo-pedagogy Method. Category #2: Low-prep Games - Taboo -Draw it Category #3: Non-prep Games - Rock, paper, scissors: Set participants in pairs, they will play rock, paper, scissors. The winner will ask the questions. Every single question is a shoot for rock, paper, scissors. (Sample questions are provided on slides 14 and 15 in the session's PPT. - Paper Planes: Give participants a sheet of paper. Ask them to write down the description of their favorite game without the name of the game. Then, they have to fly the planes and try to catch a new one. Participants read the definition of the new paper plane and try to guess the game. Ask two volunteers to read the definition aloud and their guess.	The games stated in the list are the ones meant to be played in the session. The rest are just presented in the PPT for participants' reference. Quizizz link: shorturl.at/aGIOX Participants need to go to join.myquiz.com and insert the code on their mobile or computer. Then, they answer the questions while the facilitator projects the scoreboard. Taboo PPT: shorturl.at/agK27 Set participants in pairs. They should be facing each other but one of them must not be able to see the board. The facilitator will read the rules for the game and project the first slide. Draw it PPT: shorturl.at/ehTXY Set participants in pairs and provide a sheet of paper. Display the different pictures on the PPT. participant A will describe the picture while participant B asks questions and draw. Then, participants compare the drawing with the picture and switch roles.	Expose teachers to what it feels to implement Ludo-Pedagogy in the classroom.

00:45	10'	Planner Time	Participants can gather in pairs to complete the planner template online. The facilitator should make sure that all participants make a copy. Ask two or three pairs to share their work with the whole group.	Planner template at: shorturl.at/mBHXY	Enhance collaboration among participants and have them planning on how to integrate the different games in their own classrooms.
00:55	5'	Closing Circle	Play the Hot Potato. Ask participants to make a circle. Play music and ask participants to pass the ball. The participant holding the ball will answer the question or prompt.	Suggested Prompts/Questions: *What is your favorite game? *Mention two advantages of implementing Ludo-pedagogy in the language classroom. *What should you have in mind when implementing the Ludo-pedagogy method? *Provide an example of how will you implement a game in your classroom. Suggested music: shorturl.at/xyKPW	Receive feedback and consider the most important pieces of the session from the participants.

TOTAL LENGTH: 01:00

MATERIALS

- 60 sheets of paper in Three Main Categories
- Ball in Closing Circle
- Computer in Introduction
- Computer or tablet in Planner Time
- Draw it PPT in Three Main Categories
- Music of preference in Closing Circle
- PPT in Introduction
- Planner template in Planner Time
- Projector in Introduction
- Quizizz set in Three Main Categories
- Sample questions in Three Main Categories
- Speaker in Closing Circle
- Taboo PPT in Three Main Categories

Implementing Ludo-pedagogy to Enhance Oral Proficiency - block details

Introduction

00:00 | 5'

Welcome from the workshop facilitator.

ADDITIONAL INFORMATION

The facilitator introduces the goals of the training, ground rules, and provides a brief outline.

Find session's PPT here:

shorturl.at/ilpI9

MATERIALS

- PPT
- Computer
- Projector

GOALS

Prepare the ambient for the session and let participants know the expectations for the session development.

INSTRUCTIONS

Goals for the session:

* Define what is Ludo-pedagogy method

*Identify ways to implement games in the classroom

*Plan to integrate games in participant's classrooms

What is the best way to? - Icebreaker

00:05 | 10'

Ask participants to make two lines facing each other. The facilitator will indicate which line will interview and the other is the interviewee. The facilitator will display the questions on the computer. When the participants turn quiet, then the facilitator ask one of the interviewers to share with the whole group what the other participant shared. In each question, the first participant in one line go last to rotate so everyone shares with a different person.

ADDITIONAL INFORMATION

Access to the PPT for the icebreaker here:

shorturl.at/kwE46

What is Ludo-pedagogy?

Describing the Process to Gamifying the Classroom

00:15 | 10'

Facilitator provides a brief definition of Ludo-pedagogy method. Then, the facilitator discusses the benefits for implementing games in the classroom. Finally, ideas and suggestions to use the games as a warm up, wrap up, review, etc. are provided.

Information provided on the PPT

Focus questions:

*What is the Ludo-pedagogy method?

*What are the advantages of implementing this method?

*How games can be used in the language classroom?

Play time!

Three Main Categories

00:25 | 20'

The facilitator leads the different games planned and some of them will just be explained.

Category #1: Technology Games

-Play the game on Quizizz called Ludo-pedagogy Method.

Category #2: Low-prep Games

- Taboo

-Draw it

Category #3: Non-prep Games
- Rock, paper, scissors:

Set participants in pairs, they will play rock, paper, scissors. The winner will ask the questions. Every single question is a shoot for rock, paper, scissors. (Sample questions are provided on slides 14 and 15 in the session's PPT.

- Paper Planes:

Give participants a sheet of paper. Ask them to write down the description of their favorite game without the name of the game. Then, they have to fly the planes and try to catch a new one. Participants read the definition of the new paper plane and try to guess the game. Ask two volunteers to read the definition aloud and their guess.

The games stated in the list are the ones meant to be played in the session. The rest are just presented in the PPT for participants' reference.

Quizizz link:
shorturl.at/aGIOX

Participants need to go to _____ join.myquiz.com _____ and insert the code on their mobile or computer. Then, they answer the questions while the facilitator projects the scoreboard.

Taboo PPT:
shorturl.at/agK27

Set participants in pairs. They should be facing each other but one of them must not be able to see the board. The facilitator will read the rules for the game and project the first slide.

Draw it PPT:

shorturl.at/ehTXY
Set participants in pairs and provide a sheet of paper. Display the different pictures on the PPT. participant A will describe the picture while participant B asks questions and draw. Then, participants compare the drawing with the picture and switch roles.

- Quizizz set
- Sample questions
- 60 sheets of paper

- Taboo PPT
- Draw it PPT

Expose teachers to what it feels to implement Ludo-Pedagogy in the classroom.

Planner Time

00:45 | 10'

Participants can gather in pairs to complete the planner template online. The facilitator should make sure that all participants make a copy.

Ask two or three pairs to share their work with the whole group.

ADDITIONAL INFORMATION

Planner template at:

shorturl.at/mBHXY

Materials

- Planner template
- Computer or tablet

GOALS

Enhance collaboration among participants and have them planning on how to integrate the different games in their own classrooms.

INSTRUCTIONS

The instructor monitors and assists participants with their work.

Closing Circle

00:55 | 5'

Play the Hot Potato. Ask participants to make a circle. Play music and ask participants to pass the ball. The participant holding the ball will answer the question or prompt.

ADDITIONAL INFORMATION

Suggested Prompts/Questions:

*What is your favorite game?

*Mention two advantages of implementing Ludo-pedagogy in the language classroom.

*What should you have in mind when implementing the Ludo-pedagogy method?

*Provide an example of how will you implement a game in your classroom.

Suggested music:

shorturl.at/xyKPW

Materials

- Ball
- Speaker
- Music of preference

GOALS

Receive feedback and consider the most important pieces of the session from the participants.

INSTRUCTIONS

The facilitator leads the activity and asks the suggested questions/prompts.

Workshop 3- Implementing Project-based to Enhance Oral Proficiency

Number of participants: 20-25
Goals:
* Define what is Project-based Learning approach
*Identify the benefits of implementing it in the language classroom
*Expose participants to a project development
🟧 hands-on 🟦 theory 🟪 energizer/icebreaker 🟩 practice

TIME	MINS	TITLE	DESCRIPTION	ADDITIONAL INFO	GOALS
00:00	5'	Introduction	Welcome from the workshop facilitator.	The facilitator introduces the goals of the training, ground rules, and provides a brief outline. Find session's PPT here: shorturl.at/qsvRX	Prepare the ambient for the session and let participants know the expectations for the session development.
00:05	5'	Salt or Pepper? - Icebreaker	Come up with pairs of things like salt and pepper, sun and moon, etc. Separate the pairs and write only one of them per piece of paper, then tape one on the back of each person. Everyone must walk around asking yes or no questions to find out what word they have. The next step is to find their pair, then sit down together to share/learn three facts about each other.	The facilitator should monitor the activity development and guide participants.	Have participants to get to know each other and share a moment.
Project Time!					
00:10	15'	Prepare Presentations	The facilitator form groups for this activity. Each group will receive an index card with a country written on it. The groups must create a slideshow with the following elements on it: -Cover with the country's names and group's members. -Map of the country -Five interesting facts -Picture of the flag -Three traditional Dishes -Two Holidays	The facilitator clarifies any doubt and assists in any task. Also, make sure all the groups share the slideshow they prepared	Expose teachers to what it feels to implement the Project-based learning approach in the classroom.

			Participants should prepare to present their research to the whole group.		
00:25	15'	Present Outcomes	The different groups take turns to present their outcome. They should provide a brief comment about the different elements on the slideshow. While a group is presenting, the others are taking notes to provide feedback at the end of the presentation.	The slideshows have to be displayed on the projector so everyone is able to see. The facilitator asks for volunteers to provide feedback after the projects are presented.	Show their outcome and set the ground for the next block.

What is Project-based Learning Approach?

00:40	15'	Describing Project-based Learning Approach	Facilitator provides a brief definition of Project-based Learning Approach. Then, the facilitator discusses the benefits for implementing projects in the classroom. Finally, ideas and suggestions to use the projects in the language classroom are provided.	Guided questions: *What is Project-based Learning Approach? *What are the benefits of implementing Project-based Learning Approach? *What are ways to implement Project-based Learning Approach? * How to evaluate tasks when using Project-based Learning Approach?	Provide general information about the Project-based Learning approach.
00:55	5'	Exit Ticket - Snow Balls	The participants will write down their takeaways and provide feedback in a piece of paper. When they are done, they will make the paper into a 'snow ball' and throw it in a basket.	Suggested Prompts: *How can you implement PBL approach in your classroom? *Do you think that is beneficial for students to work on projects? *How did you feel when working in the project? *What adaptations would you make to the Project-based Learning Approach to make it fit in your classroom?	Receive feedback and have participants thinking about ways to implement the Project-based Learning Approach in their classrooms.

TOTAL LENGTH: 01:00

MATERIALS

- Basket in <u>Exit Ticket - Snow Balls</u>
- Computer in <u>Introduction</u>
- Index cards in <u>Prepare Presentations</u>
- Internet connection in <u>Prepare Presentations</u>
- Markers in <u>Salt or Pepper? - Icebreaker</u>
- Markers or pens in <u>Exit Ticket - Snow Balls</u>
- PPT in <u>Introduction</u>
- Paper in <u>Exit Ticket - Snow Balls</u>

- Pre-written paper in <u>Salt or Pepper? - Icebreaker</u>
- Projector in <u>Introduction</u>
- Scissors in <u>Salt or Pepper? - Icebreaker</u>
- Tape in <u>Salt or Pepper? - Icebreaker</u>
- USB drive in <u>Present Outcomes</u>
- computer in <u>Present Outcomes</u>
- computers/tablets in <u>Prepare Presentations</u>
- markers in <u>Prepare Presentations</u>
- projector in <u>Present Outcomes</u>

Implementing Project-based to Enhance Oral Proficiency- block details

Introduction

00:00 | 5'

Welcome from the workshop facilitator.

ADDITIONAL INFORMATION

The facilitator introduces the goals of the training, ground rules, and provides a brief outline.

Find session's PPT here:

shorturl.at/qsvRX

Materials

- PPT
- Computer
- Projector

GOALS

Prepare the ambient for the session and let participants know the expectations for the session development.

INSTRUCTIONS

Goals for the session:

* Define what is Project-based Learning approach

*Identify the benefits of implementing it in the language classroom

*Expose participants to a project development

Salt or Pepper? - Icebreaker

00:05 | 5'

Come up with pairs of things like salt and pepper, sun and moon, etc. Separate the pairs and write only one of them per piece of paper, then tape one on the back of each person. Everyone must walk around asking yes or no questions to find out what word they have. The next step is to find their pair, then sit down together to share/learn three facts about each other.

ADDITIONAL INFORMATION

The facilitator should monitor the activity development and guide participants.

MATERIALS

- Tape
- Pre-written paper
- Markers
- Scissors

GOALS

Have participants to get to know each other and share a moment.

Project Time!

Prepare Presentations

00:10 | 15'

The facilitator form groups for this activity. Each group will receive an index card with a country written on it.

The groups must create a slideshow with the following elements on it:

-Cover with the country's names and group's members.
-Map of the country

-Five interesting facts

-Picture of the flag

-Three traditional Dishes

-Two Holidays

Participants should prepare to present their research to the whole group.

ADDITIONAL INFORMATION

The facilitator clarifies any doubt and assists in any task. Also, make sure all the groups share the slideshow they prepared

MATERIALS

- Index cards
- markers
- computers/tablets
- Internet connection

GOALS

Expose teachers to what it feels to implement the Project-based learning approach in the classroom.

Present Outcomes

00:25 | 15'

The different groups take turns to present their outcome. They should provide a brief comment about the different elements on the slideshow.

While a group is presenting, the others are taking notes to provide feedback at the end of the presentation.

ADDITIONAL INFORMATION

The slideshows have to be displayed on the projector so everyone is able to see.

The facilitator asks for volunteers to provide feedback after the projects are presented.

- USB drive
- projector
- computer

GOALS

Show their outcome and set the ground for the next block.

INSTRUCTIONS

The instructor monitors and assists participants with their work.

What is Project-based Learning Approach?

Describing Project-based Learning Approach

00:40 | 15'

Facilitator provides a brief definition of Project-based Learning Approach. Then, the facilitator discusses the benefits for implementing projects in the classroom. Finally, ideas and suggestions to use the projects in the language classroom are provided.

ADDITIONAL INFORMATION

Guided questions:

*What is Project-based Learning Approach?

*What are the benefits of implementing Project-based Learning Approach?

*What are ways to implement Project-based Learning Approach?

* How to evaluate tasks when using Project-based Learning Approach?

GOALS

Provide general information about the Project-based Learning approach.

Exit Ticket - Snow Balls

00:55 | 5'

The participants will write down their takeaways and provide feedback in a piece of paper. When they are done, they will make the paper into a 'snow ball' and throw it in a basket.

ADDITIONAL INFORMATION

Suggested Prompts:

*How can you implement PBL approach in your classroom?

*Do you think that is beneficial for students to work on projects?

*How did you feel when working in the project?

*What adaptations would you make to the Project-based Learning Approach to make it fit in your classroom?

MATERIALS

- Paper
- Basket
- Markers or pens

GOALS

Receive feedback and have participants thinking about ways to implement the Project-based Learning Approach in their classrooms.

The facilitator leads the activity and asks the suggested prompts.

Chapter 5: Conclusion

Working on this project has been an excellent experience for me. Despite the endless number of topics and projects that could be done, I am satisfied with my decision to work on ways to enhance oral proficiency regarding Chinese students. I decided to work on this specific topic based on my teaching experience during summer 2019, where I saw the need to prepare materials to help teachers working in Chinese culture or working with Chinese students. I have always been concerned about the impact that cultures excerpt in the language learning process, and how ELLs struggle to communicate orally in a target language. Hence, proposing workshops to expose teachers to two different methodologies and approaches to help Chinese students improve their speaking skills and ways to lessen the impact of Chinese culture was the best choice.

There are diverse ways to help students in the language acquisition process. Nevertheless, training teachers is the best way to impact multiple classrooms and a more significant number of students indirectly. That is why the focus of this project is to empower language teachers to face the challenges of working with Chinese students effectively. In order to achieve this, teachers need to know how to use culture as an asset to enrich the language classroom. Subsequently, diving into new methodologies and approaches that will help students to boast oral proficiency is essential. This project proposes not only instructional strategies, but also tips to work with Chinese students and ways to address the challenges that come with them.

I hope that this project can be used by all those teachers who undertake the opportunity to teach English in the Chinese culture. Chinese students deserve to

receive language instruction that takes into account their cultural characteristics. They deserve to receive language instruction that promotes conditions for them to overcome the impact of their traditional methodology and culture in the language learning process. Sometimes, to serve students effectively just requires we open our minds to new possibilities and learn new ways to teach strategically. Implementing the right methodology and approach can determine the success of both students and teachers.

I know there is further work to be done in this area. The world is continually changing, and Chinese culture is not the exception. Also, Chinese culture is extremely diverse, and it varies from region to region. There has been some restructuration of Chinese education curricula impacting the way English is taught in public schools. In addition, in the field of oral proficiency, there are many factors that interfere with this language element. There are still areas to be defined to have a clearer idea of what language proficiency is and how to measure it.

Finally, through the development of this project, my knowledge has been enriched. I have learned Chinese cultural facts, new strategies and ways to help Chinese students to communicate in the target language by providing a challenging, exciting, collaborative, and adequate ambient that promotes interaction and meaning negotiation among students.

Appendix: Workshop's Slides

Chinese Culture's impact in the Language Classroom

WELCOME!

Icebreaker

Jump in, Jump out!
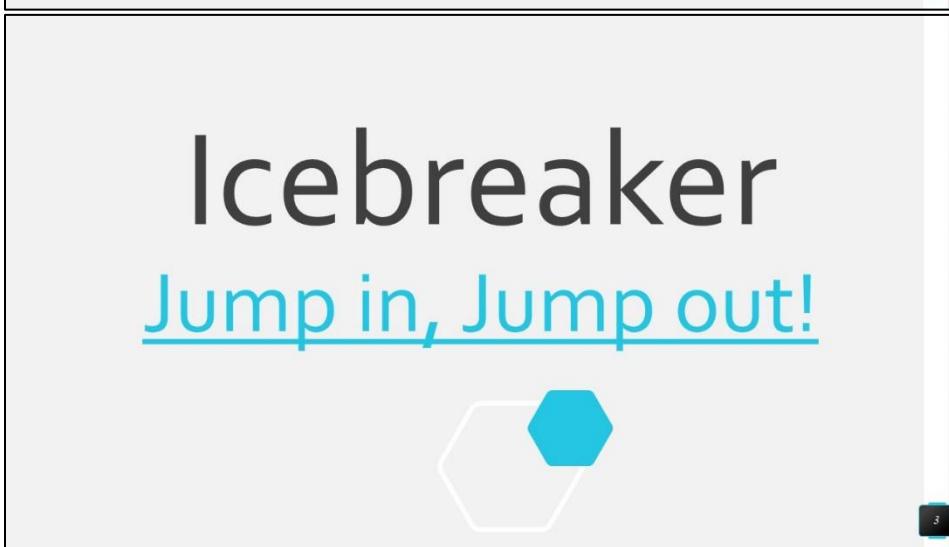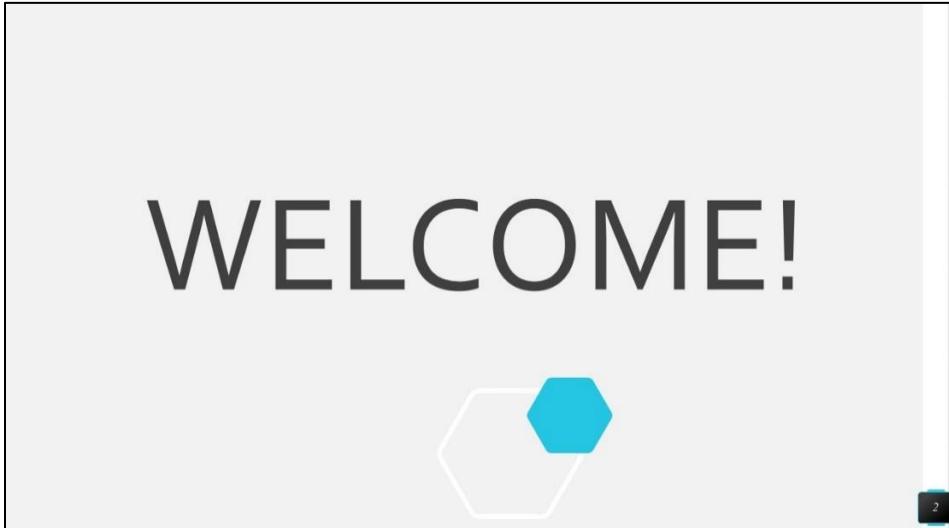
What are your expectations for this session?

What is your knowledge, opinion, and perception of Chinese culture?

Guiding Questions:

*Have you worked with a Chinese student of a colleague before?

*What have you seen in the movies?

*What have you heard about Chinese people?

Chinese Culture

Why is Important to consider culture?

It is essential to examine the cultural background and traditional methodology of Chinese students to understand the impact in the English language acquisition process. Dash (2003) remarked that culture is not given priority in the language classroom despite its effect on individuals. Hence, is advisable to consider the role of these factors to more effectively address Chinese students' needs.

About Chinese Culture

Chinese people are brilliant and *hard workers*. They care about their education and give their best to achieve their goals (*responsible*). Also, they love to *work collaboratively* and supporting each other. However, they are characterized for being *passive learners*. All the prominence during the instructional time is given to the teacher. They rely mostly on *visual aids* and struggle to share their opinion (*shy*). Chinese students are conservative, culture-oriented, and very patriotic (Williams, 2017).

Chinese Education System

- **Based on Confucian Principles:**

These ancient ethical values have served as inspiration for individual behavior and for the patterns that shape society, governments, family, and of course, education in East Asia. Huang (2012) noted that Confucian thought places heavy emphasis on morality, context, and the nature of interpersonal relations. Education is, to a great extent, valued in Confucian society, and studying is viewed as the noblest of human goals (Chen, 1997).

- **Teacher-Centered:**

In the Confucian educational model, teachers possess a position of deep respect, considered by learners (and the rest of society, for that manner) as the undisputed, natural center of authority in the classroom, as well as the source of all wisdom and knowledge transmitted through classroom activities (Carless, 1999). This authority is a natural effect of the Confucian value placed upon filial piety, and thus, teachers are seen as naturally deserving of deference and respect, just as one would afford this respect to elders (Sung, 2000).

Chinese Education System

- **Little or no interaction:**

Also, a study (Harshbarger et al.,1986) found that East Asian students often tend to be quiet, shy, and reticent to speak up in foreign language classrooms. Among Chinese high school students, in particular, a survey by Liu and Littlewood (1997) found "listening to the teacher" was listed as the most common activity in foreign language courses. The notable teacher-centered nature of classroom activity throughout China mainland has produced a broad tendency for students to exhibit a closure-oriented learning style (Cohen, 2003).

- **Focus on theory:**

In addition, the traditional teaching methodology and the influence of Confucian heritage culture function as the antecessors for the way students approach learning (Carless, 2011). The author stated that throughout the East Asian region, learning is typically viewed as something that must be transmitted (*theory*) rather than the more typical view in Western countries of knowledge as something to be discovered.

Tips to work with Chinese Students

Tips to work with Chinese Students

- Prepare a free-risk environment and let students know that learning a language is challenging.
- State that we can learn from mistakes and that they are not supposed to know everything.
- Let them know that 'your methodology' is different than Chinese education system. Expectations are the same but class development might be different.
- Set up rules. Despite competence and good habits in Chinese students, some of them don't know the importance of learning a new language and distract themselves on their mobiles.
- If you can, get to know them better and learn about their interest so you can plan accordingly.

Tips to work with Chinese Students

- Take the time to explain the purpose of the activities. If they know what the goal is, they will be more willing to participate (E.g. learning songs and singing in the classroom is useful to improve pronunciation, learn cultural features, boost vocabulary, and engage learners).
- Adapt assignments to their cultural background. E.g. Create a poster marketing a tour to Terracotta Warriors in Xi'an.
- Share your culture. They show themselves really interested in getting to know the world outside China. Avoid politics or religious conversation and/or topics.
- Assign group or pair work. They enjoy working collaboratively.
- Ask feedback!

Group work!

Exit Ticket
shorturl.at/kvQYZ

Any Questions?

Reference:

Dash P (2003) Culture rejected as an individual difference in the SLA process, *Asian EFL J 5* (2), Retrieved April 20, 2011 from http://www.asian-efl-journal.com/june2003_pd.pdf

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Cheng, K. M. (1997). *Quality assurance in education: The East-Asian perspective*. In K. Watson, S. (Eds) *Educational Dilemmas: Debate and Diversity: Vol 4 Quality in education.*, (pp. 399-410). London, Cassell.

Carless, D. R. (1999). Perspectives on the cultural appropriacy of Hong Kong's Target-Oriented Curriculum (TOC) initiative. *Language, Culture and Curriculum, 12*(3), 238–254.

Sung, K. T. (2000). Respect for elders: Myths and realities in East Asia. *Journal of Aging and Identity*, *5*(4), 197-205.

Liu, N. F., & Littlewood, W. (1997). Why do many students appear reluctant to participate in classroom learning discourse? *System, 25*(3), 371–384.

Reference:

Cohen, A. D. (2003). The learner's side of foreign language learning: Where do styles, strategies, and tasks meet?. IRAL, 41(4), 279-292.

Carless, D. (2011). *From testing to productive student learning*. New York: Routledge.

Williams, C. (2017). *Teaching English in East Asia*. (1st ed.) Gateway East: Springer Singapore.
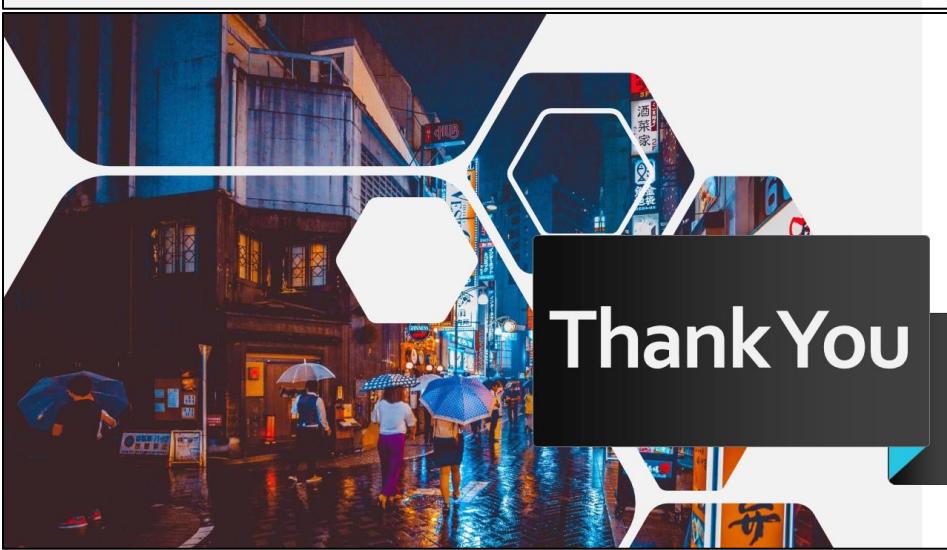
Thank You

Gamifying the Language Classroom

An introduction to Ludo-Pedagogy Method

Welcome!

Icebreaker time!
shorturl.at/kwE46
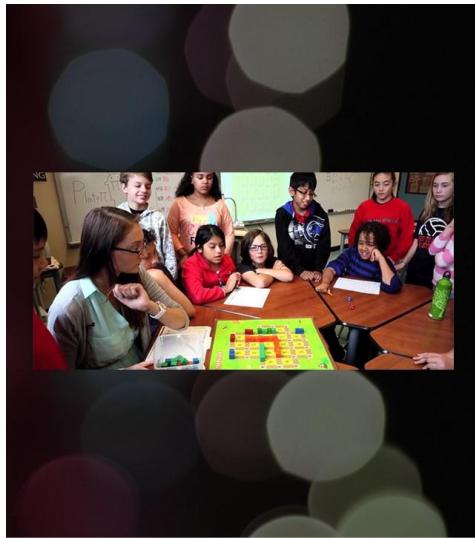
Rationale for Implementing Ludo-pedagogy

Why to implement games?
What are the advantages?
How to implement them?

What is the Ludo-pedagogy Method?

The term ludic has been applied to playful behavior and playfulness and is often used within the context of gaming (Raessens, 2010). Gaming is considered a cultural phenomenon, which moves beyond the stereotyped notion of hardcore gamers, recognizing that technological advancement, smart devices, and the internet have helped to construct a ludic age (Zimmerman, 2015) and have generated playful identities (Raessens, 2006). Gamification is relatively new to pedagogy although the use of game design elements in non–game contexts (Deterding et al., 2011) to improve processes is not a new idea.

5   Advantages

The advantages are the following:

· Increase students' engagement and motivation.
· Enhance learning performance and academic achievement.
· Improve recall and retention.
· Provide instant feedback on students' progress and activity.
· Catalyze behavioral changes.
· Allow students to check their progress.
· Promote collaboration skills. (Kim et al., 2018)

6   Advantages

Keep in mind!

- Make the expectations clear.
- Go around and monitor.
- Encourage students to provide complete answers.
- Add variations to the games according to the needs.
- Foresee situations and plan accordingly.
- Think out of the box.

8   Warnings

How to implement them?

- Warm up
- Wrap up
- Practice Vocabulary/concepts
- Gather prior knowledge
- Review concepts
- Assess for comprehension/Mastery
- Early finishers

7   How to?

Three Main Categories

o Technology Games

o Low-prep Games

o No-prep Game

9   Categories

Technology Games

Use it as a warm up, wrap up, review, and to check for comprehension

Quizalize

Use it as a warm up, wrap up, review, and to check for comprehension

Quizizz

Use it as a warm up, wrap up, review, and to check for comprehension

Kahoot!

10 Technology Games

Technology Games 2

Use it to introduce vocabulary, practice spelling, pronunciation, and to review.

Quizlet

Use it as a warm up, wrap up, review, and to check for comprehension

Plickers

Use it to introduce vocabulary, practice spelling, pronunciation, and to review.

Gimkit!

11 Technology Games

Low-Prep Games

Board Games

Draw it

Charades

Taboo

12 Low-prep

Highest Tower

Cast Your Choice

Around The World

Bingo

Low-Prep Games 2

MM.DD.20XX

Non-Prep Games

Let's make the best out of our time.

Hot Potato/ Crazy Ball

You can use any object as a hot potato. One of the variations is playing music and the crazy ball, in which case, you do need a ball. Write down questions in a stripe and paste them on the ball.

Rock, Paper, Scissors

You can use this to ask random question about a topic. Also, students can ask questions to each others.

Paper Planes

Have students writing down characteristics, summaries, details, and even questions about a topic. Then, students make a paper plane and guess.

Non-Prep Games 2

Interview Time

Set students in two lines, have them asking questions according to the topic. Make sure you ask the interviewer to report what the interviewee says.

Hangman and Tic Tac Toe

These two are a very good way to practice vocabulary and to review content questions. Hangman is specifically for vocabulary practice.

Musical Chairs

Set students around the chairs. Make sure the number of chairs is -1 compared to the students' number. Play a song and have fun!

1. What's your favorite food?
2. What grade do you teach?
3. What's your favorite color and why?
4. What's your dream place to visit?

16 Sample Questions

Sample Questions

5. What's your favorite season and why?
6. Why did you pick this session?
7. Explain the water cycle with your own words.
8. Tell a joke!

1. Where are you from?
2. Do you practice any sport?
3. What are your hobbies?
4. What's your favorite music?

17 Sample Questions

Sample Questions 2

5. What's your favorite singer?
6. How would you rate this session?
7. Explain the water cycle with your own words.
8. Smile, You're awesome!

Closing Circle!

shorturl.at/xyKPW

Any Questions?

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THANK YOU!

Implementing Project-based Learning Approach

Enhancing oral proficiency in Chinese Students

Welcome!

Icebreaker time!

Salt and Pepper

Project time

- Gather in groups
- Check the index card provided
- Plan in groups to create an slideshow about your country with the following elements:

-Cover with the country's name and group's members.

-Map of the country

-Five interesting facts

-Picture of the flag

-Three traditional Dishes

-Two Holidays

- Get ready to present the outcome to the whole group.

Time to present

Show your work to the whole group!

Reflect on the following questions...

- How did you feel while working on the slideshow?
- Do you think that PLB enhances collaboration?
- What other benefits do you think PLB brings to the classroom?
- What are the different projects that come to your mind right now?
- How do you evaluate projects?
- Were you concerned about the outcome of today's project?
- How did you plan for today's project?
- How would you describe working on today's project?

What is PBL approach?

- Wolpert-Gawron's (2016) conceptualization of project-based learning is as follow:

Project-based Learning is the ongoing act of learning about different matters simultaneously. This can be done by guiding students to identify, through research, a real-world problem, creating a solution considering evidence to support the claim, and offering the solution using the multimedia approach to the presentation using skills based on a 21st century set of tools. Students show what they learn as they advance through the unit, interact with its lessons, collaborate with each other, and implementing self and team assessment. They do not just take a test or produce a product at the end to show their learning.

Benefits of PBL approach

Here is a list of benefits of implementing PBL in the language classroom:

Enhances collaboration and engagement	Pushes students to be more autonomous	Provides alternative ways for assessment
Creates an interactive environment	Increases creativity	Promotes a safe competition environment
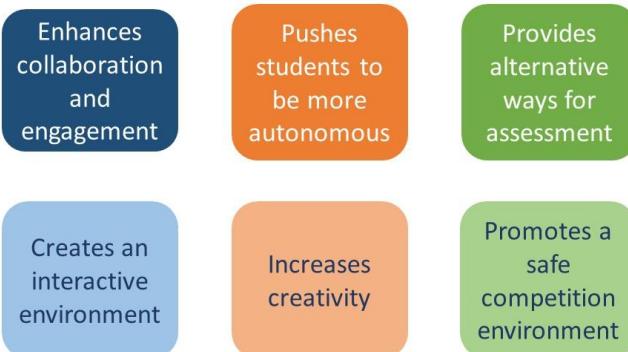
(DuFour, DuFour, & Eaker,2002)

How to implement PBL approach?

- Assess students' needs.
- Decide on most important topics for students based on their interest, cultural background, or goals set for the course.
- Think of different kind of projects like short-plays, research, model scales, oral presentations, murals, written reports, slideshows, portfolios, journals, etc.
- Prepare a rubric to evaluate students' performance. This can also be done through self-assessment rubrics and group-assessment rubrics.
- Always state the purpose of the project and make the expectations clear to students.
- Monitor and assists at all times.

(Bell, 2010; Postholm, 2005, 2006).

Exit Ticket

Provide Feedback and consider the following prompts:

*How can you implement PBL approach in your classroom?

*Do you think that is beneficial for students to work on projects?

*How did you feel when working in the project?

*What adaptations would you make to the Project-based Learning Approach to make it fit in your classroom?

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Thank you!

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